



TENNESSEE DEPARTMENT OF

**EDUCATION**  
FIRST TO THE TOP

## School Counseling

<b>Primary Career Cluster:</b>	Education & Training
<b>Consultant:</b>	Deborah Thompson, (615) 532-2840, <a href="mailto:Deborah.Thompson@tn.gov">Deborah.Thompson@tn.gov</a>
<b>Course Code(s):</b>	6124
<b>Prerequisite(s):</b>	<i>Teaching as a Profession I</i> (6010)
<b>Credit:</b>	1
<b>Grade Level:</b>	11
<b>Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education and Training courses.
<b>Programs of Study and Sequence:</b>	This is the third course in the <i>Educational Support Careers</i> program of study.
<b>Aligned Student Organization(s):</b>	Family, Career and Community Leaders of America (FCCLA): <a href="http://www.tennesseefccla.org/">http://www.tennesseefccla.org/</a> Brandon Hudson, (615) 532-2804, <a href="mailto:Brandon.Hudson@tn.gov">Brandon.Hudson@tn.gov</a>
<b>Coordinating Work-Based Learning:</b>	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit <a href="http://tn.gov/education/cte/work_based_learning.shtml">http://tn.gov/education/cte/work_based_learning.shtml</a> .
<b>Available Student Industry Certifications:</b>	None
<b>Dual Credit or Dual Enrollment Opportunities:</b>	There are no statewide dual credit/dual enrollment opportunities for this course. If interested in establishing a local opportunity, reach out to a local postsecondary institution.
<b>Teacher Endorsement(s):</b>	050, 051, 154, 450
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="http://www.tn.gov/education/cte/EducationTraining.shtml">http://www.tn.gov/education/cte/EducationTraining.shtml</a>

### Course Description

*School Counseling* is an applied-knowledge course in the Education and Training career cluster for students interested in learning more about becoming school counselors. The course covers the history of the profession, career investigation, professional ethics, school counseling models, counseling approaches for a range of ages, and communication skills. In addition, students will complete a job-shadowing experience. Artifacts will be created to add to the portfolio started in the foundational course, which students will continue to build throughout the program of study. Upon completion of this course, proficient students will be prepared for further study in school counseling at the postsecondary level. Standards in this course are aligned with Tennessee State Standards for English Language Arts &

Literacy in Technical Subjects and Tennessee State Standards for Psychology and Sociology, as well as the National Standards for Family and Consumer Sciences Education, Second Edition.\*

## **Program of Study Application**

This is the third course in the *Educational Support Careers* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Education and Training website at <http://www.tn.gov/education/cte/EducationTraining.shtml>.

## **Course Standards**

### **History of School Counseling**

- 1) Research and summarize in a clear and coherent narrative the influence of significant contributors to the history and development of school counseling in schools in the United States. Create a timeline or graphic illustration that represents when each of these major figures lived and highlights their unique contributions. (TN Reading 2, 7; TN Writing 2; FACS 4)

### **Career Investigation**

- 2) Compile and analyze real-time labor market data, as well as economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards. Use this information to describe counselor education and licensing requirements, job availability, salaries, and benefits as school guidance counselors. (TN Reading 2; TN Writing 4, 9; FACS 4)
- 3) Citing specific textual evidence from Tennessee State Laws and Tennessee State Board of Education Policy Rules and Regulations, document the roles of counselors in serving students, parents, and staff in schools, explaining the difference between direct and indirect services. Duties may include but are not limited to:
  - a. Administering diagnostic and placement tests
  - b. Providing academic advisement and course scheduling
  - c. Guiding career and college readiness activities
  - d. Advocating for students with special needs
  - e. Conducting parent conferences
  - f. Handling discipline referrals
  - g. Counseling individual students(TN Reading 1, 2, 4; TN Writing 4, 9)
- 4) Analyze the relationship between the knowledge, abilities, skills, and attitudes outlined in the American School Counselor Association (ASCA) Competencies and the importance of graduate degrees in hiring and advancement. Revisit and revise where appropriate the career pathway plan, which outlines academic and career achievement goals created in the Fundamentals of Education course with findings. (TN Reading 2; TN Writing 6, 9)

## **Professional Ethics**

- 5) Research professional ethical standards for school counselors from recognized professional organizations, such as the American School Counselor Association and/or the American Counseling Association. Synthesize principles from the standards to create a personal code of ethics. (TN Reading 1, 8; TN Writing 4, 5, 7, 9)
- 6) Define confidentiality in the context of school counseling. Synthesize information from local, state, and federal laws and policies to create a list of guidelines under which student counseling records may be released and to whom. Use the guidelines to analyze counseling case studies and assess the extent to which confidentiality requirements were appropriately implemented. (TN Reading 4, 8; TN Writing 4, 7)

## **School Counseling Models**

- 7) Compare and contrast mental health therapy models/theories and create an informational artifact summarizing the findings. Include key theorists, their therapy philosophies and techniques, and implications for modern counseling practice. Theories to research include but are not limited to:
  - a. Behavioral therapy
  - b. Cognitive-Behavioral therapy
  - c. Person-Centered therapy
  - d. Family Systems therapy(TN Reading 1, 2, 9; TN Writing 2, 7; TN Psychology 35, 38)
- 8) Illustrate specific strategies used within the following major domains highlighted by the American School Counselor Association:
  - a. Academic
  - b. Personal/Social
  - c. Career(TN Reading 1; TN Writing 8)
- 9) Working collaboratively, research various models of student-to-student intervention, including but not limited to peer mediation and tutoring. Assess the potential benefits of implementing a peer assistance program within a school and present findings to the class. (TN Reading 1, 2, 8; TN Writing 4, 7, 9)

## **Counseling Young Children (pre-K to fifth grade)**

- 10) Research the types, indicators, and the legal requirements for reporting child welfare issues. Prepare an informational artifact for different types of issues, describing the common signs and symptoms indicative of abuse, and outline the reporting requirements and procedures at the district and state levels. (TN Reading 7; TN Writing 4, 7, 9; FACS 4)
- 11) Research circumstances that elementary level guidance counselors may be required to address. Synthesize information gathered into a research paper or project on topics including, but not limited to:
  - a. Divorce/remarriage of parents

- b. Discipline issues
- c. Learning disabilities
- d. Career awareness and exploration
- e. Education on understanding self and others
- f. Peer relationships, coping strategies and effective social skills
- g. Transition to middle school

(TN Reading 1, 9; TN Writing 1, 7, 9; TN Psychology 43, 45; TN Sociology 20; FACS 4, 12)

### **Counseling in Middle School (sixth grade to eighth grade)**

12) Research situations that guidance counselors in middle schools may need to address. Synthesize information gathered into a research paper or project on topics including, but not limited to:

- a. Puberty
- b. Discipline issues
- c. Learning disabilities
- d. Bullying
- e. Eating disorders
- f. Academic skills support and planning
- g. Peer relationships and effective social skills
- h. Communication, problem-solving, decision-making and conflict resolution
- i. Career awareness, exploration and planning
- j. Substance abuse education
- k. Individual/family/school crisis intervention
- l. Transition to high school

(TN Reading 1, 9; TN Writing 1, 7, 9; TN Psychology 43, 45; TN Sociology 20; FACS 4, 12)

### **Counseling in High School (ninth to 12th grade)**

13) Craft an argumentative essay about the strength of peer influence versus parental influence on decision-making among adolescents. Develop claim(s) and counterclaim(s) with reasoning and evidence. (TN Reading 1; TN Writing 1, 9; TN Psychology 45, 47; TN Sociology 20; FACS 4, 6, 12, 13)

14) Research situations that guidance counselors in high schools may need to address. Synthesize information gathered into a research paper or a project based on topics including, but not limited to:

- a. Class scheduling
- b. Popularity
- c. Stress
- d. Peer relationships and effective social skills
- e. Bullying
- f. Sexuality
- g. Pregnancy or other health issues
- h. Truancy and school refusal
- i. Juvenile Justice
- j. Drug and alcohol use
- k. Study and test-taking skills
- l. Postsecondary planning and application process

- m. Career planning and awareness
  - n. Conflict resolution
- (TN Reading 1, 9, 10; TN Writing 1, 7, 9; TN Psychology 45, 47; TN Sociology 20; FACS 4)

- 15) Demonstrate understanding of the Tennessee juvenile justice system by synthesizing information from various reputable sources to describe:
- a. The potential roles and responsibilities of a school counselor
  - b. The role of a Court Appointed Special Advocate
  - c. The three major circumstances under which a juvenile court decides custody arrangements for juveniles
- (TN Reading 2; TN Writing 7; FACS 12)

### **Emergency Counseling**

- 16) Research tools for assessing self-harm and suicide risk, including depression inventories. Create a chart for analyzing risk level (low, medium, high) based on the following:
- a. Immediate predictors
  - b. Psychiatric history
  - c. Current life events or situations
  - d. Support systems
  - e. Emotional or behavioral factors
- (TN Reading 7; TN Writing 4; FACS 12)
- 17) Create an informative artifact explaining the difference between characteristics of grief at preschool, elementary, and secondary school levels and cite evidence for appropriate preliminary interventions. (TN Reading 1, 9; TN Writing 4)
- 18) Develop grade-appropriate written and illustrated instructional materials, including electronic media (if available), directing students to various resources. Examples of resources include but are not limited to crisis hotlines and social service agencies. (TN Writing 4, 9)

### **Communication Skills**

- 19) Develop and practice active listening skills including identification of speaker's major points, focusing on speaker's message rather than listener's response, discriminating between fact and opinion, and verifying interpretation of message. Use appropriate note-taking techniques and overcome communication barriers by treating the speaker with courtesy and respect. Seek clarity of reception of communication by responding to verbal messages and other cues such as body language by rephrasing statements and asking questions. (TN Writing 3; FACS 13)
- 20) Differentiate between verbal and nonverbal communication when interacting with students. List specific techniques for effective communication and evaluate how different cultures attach different meanings to communication techniques. (TN Reading 4, 9; TN Writing 7; TN Sociology 7, 9, 11; FACS 13)
- 21) Practice communication skills by writing and participating in role play exercises and critiquing the role play exercises of others. Demonstrate specific techniques for building rapport with students, parents, and other stakeholders, including but not limited to:

- a. Reflecting without judgment
  - b. Affirmation
  - c. Summarizing
  - d. Asking open-ended questions
  - e. Empathizing
- (TN Writing 4; FACS 13)

22) Cite evidence to support the idea that conflict is a normal part of human relationships at home, school, and work. Compare and contrast communication styles in conflicts. Practice different styles of handling conflicts by participating in role-play exercises and critiquing the role-play exercises of others. (TN Reading 1)

**The following artifacts will reside in the student's portfolio:**

- History of School Counseling graphic
- Career Investigation artifacts
- Personal Code of Ethics artifacts
- Guidelines for Student Records
- Counseling Model artifacts
- Domain illustrations
- Circumstance Research artifacts
- Emergency Graphic illustrations
- Grief illustration
- Communication artifacts

## Standards Alignment Notes

\*References to other standards include:

- TN Reading: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN Writing: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN Psychology: Tennessee Social Studies: [Psychology 9-12](#) standards may provide additional insight and activities for educators.
- TN Sociology: Tennessee Social Studies: [Sociology 9-12](#) standards may provide additional insight and activities for educators.
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)

- Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.